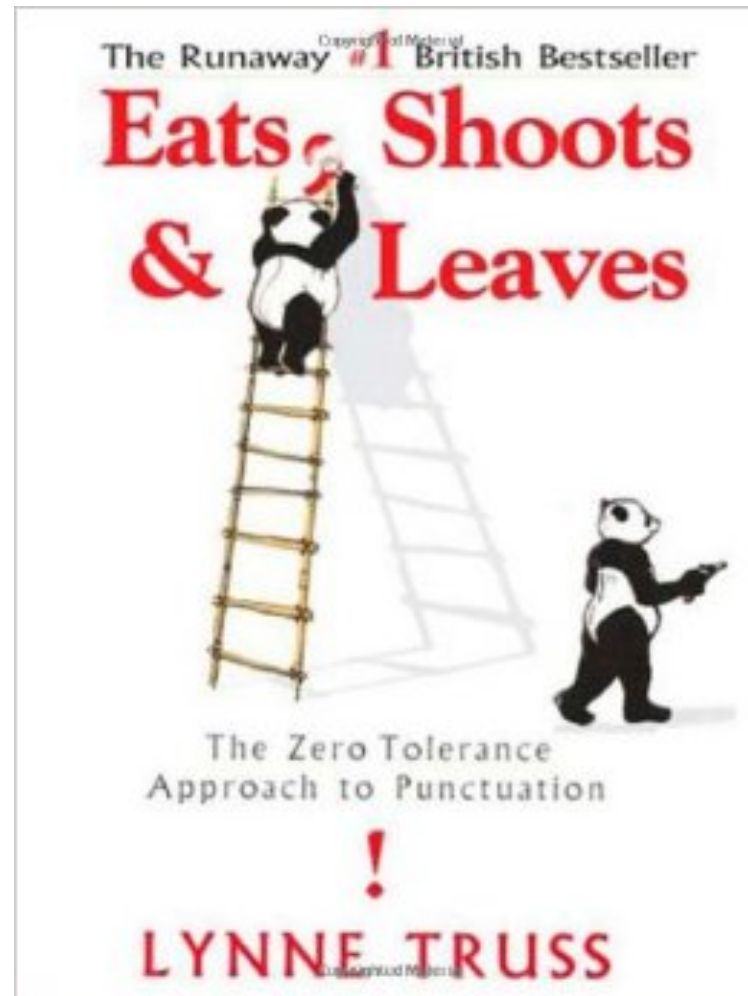


# Eats Shoots and Leaves



# Exercise

Dear Jack,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy – will you let me be yours?

Jill

# Different Tone?

Dear Jack,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men I yearn! For you I have no feelings whatsoever. When we're apart I can be forever happy. Will you let me be?

Yours,  
Jill

## Take a *Moment* and Discuss...

- Do your students **read** and **write** similarly to you, the expert in the room?
- What is consistently **strong** about student writing here at LHS?
- What is consistently **weak** about student writing here at LHS?





# Why Literacy Matters

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# How are We Defining LITERACY?

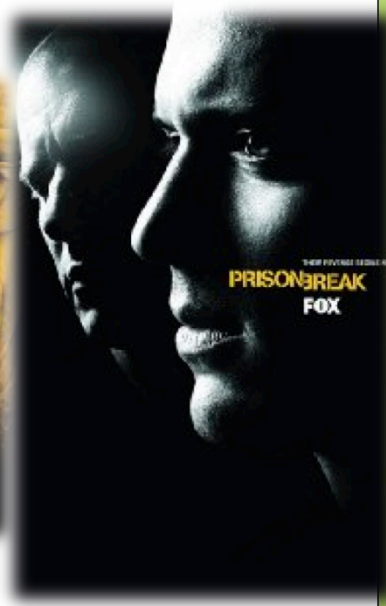
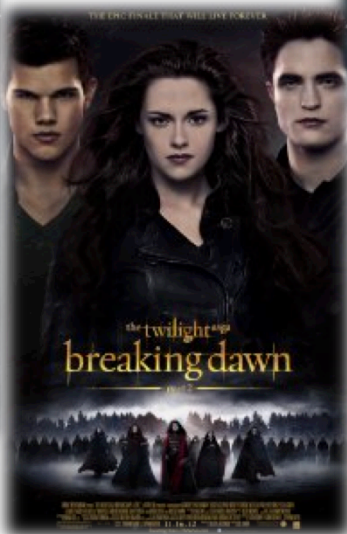
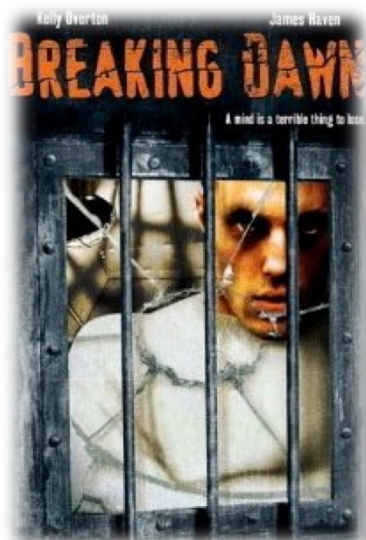
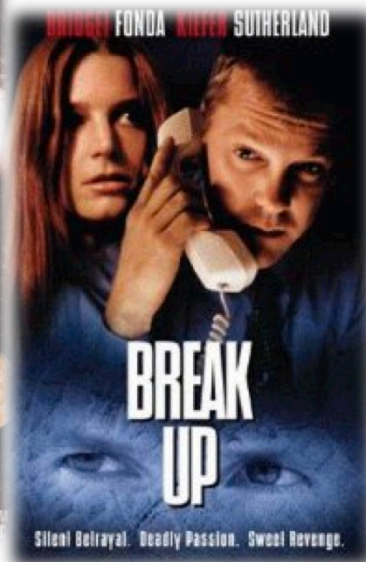
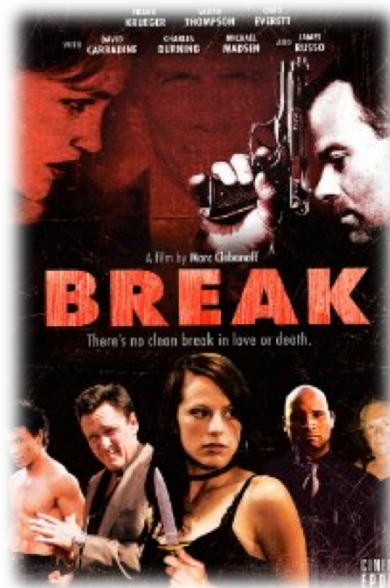
- Ability to **write** clearly and effectively.
- Ability to actively **read** and construct meaning from text.



das ich, ich - ne sehr leicht war  
Janz der für in Mal derer Tagt be  
zur ersten der Mal derer Tagt be  
geht mit den Zue lerstet in flie  
in Turchend vollen fest den  
jetzt da er nur sehen hat  
in der - gund und den mit a  
während 2 T wider - jede  
in furean wurde + jede  
in Kummer aber noch  
war wie in furean  
er dem - eine  
brachte man che  
drüßte System Truchem - Thoren  
valber den furean & waren wenn  
furean war sch furean & der  
oder ne furean & sch furean  
oder den furean & sch furean  
in - der furean & sch furean

©  
N  
R  
M





# Writing at High School Level?

- Big change from Middle School to High School expectations.
  - Shift FROM creative writing....story telling
  - Shift TO academic writing
  - Research-based
  - Text-based responses
  - Different writing “voice”



# At Legacy?

- Many Legacy students are “at grade level”
  - But, many are not.
  - ESL, Special Ed
  - AP
- According to Thursday...
  - About 40% of 9<sup>th</sup> and 10<sup>th</sup> graders are not proficient or advanced on TCAP





What are Teachers Doing Here  
Now?



# So What is New?

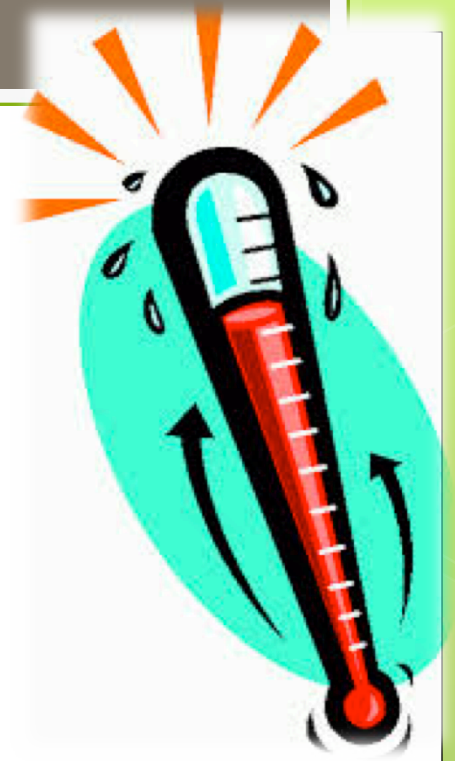
- Difference between “assigning and assessing” and **explicitly teaching** HOW to write in the content areas.
- YOU are the expert historians, scientists, artists, and nutritionists
  - You must teach HOW you write in your areas.





# TEMP Model

- Teach
  - Examples
  - Model
  - Practice / Assessment
- 
- As the experts in the content areas, you must provide this lesson arc scenario.



(Jordan 2008)

Kids need  
a LOT of  
time here!

E

M

Are we  
spending  
explicit  
time on  
this?

We do this  
well!

This IS  
easier!

T

P

# Said Another Way

- Move from the **WHAT** ...

....to the **HOW**!

# How Will This Look?

- Different at every level and in every class.
  - Biology vs AP Biology
- Where are students at right now?
- What do they need?
  - Mostly review?
  - More explicit help?
  - More practice before large summative pieces?
- Create a lesson arc based on your class's needs.

# Two Conceptual Parts

Thinking  
about our  
thinking!

## 1) Teacher

- WE must be **metacognitive** about our practice.
- In teams
  - Discuss where and when this stuff can be taught and scaffolded.
  - Vertical and horizontal lesson arcs.

## 2) Student

- How do we **teach** and **scaffold** so students can write as well as we do?

# Writing

## Communicating effectively

- 1) Content (your subject)
- 2) Organization (PEA ideas)
- 3) Grammar / usage (The Big 5)



These are our...

- DBQs
- FRQs
- Essays
- Responses
- Research papers
- Timed writings

Organization  
(Structures)

2

This is where we can  
all focus more  
attention!

Conventions

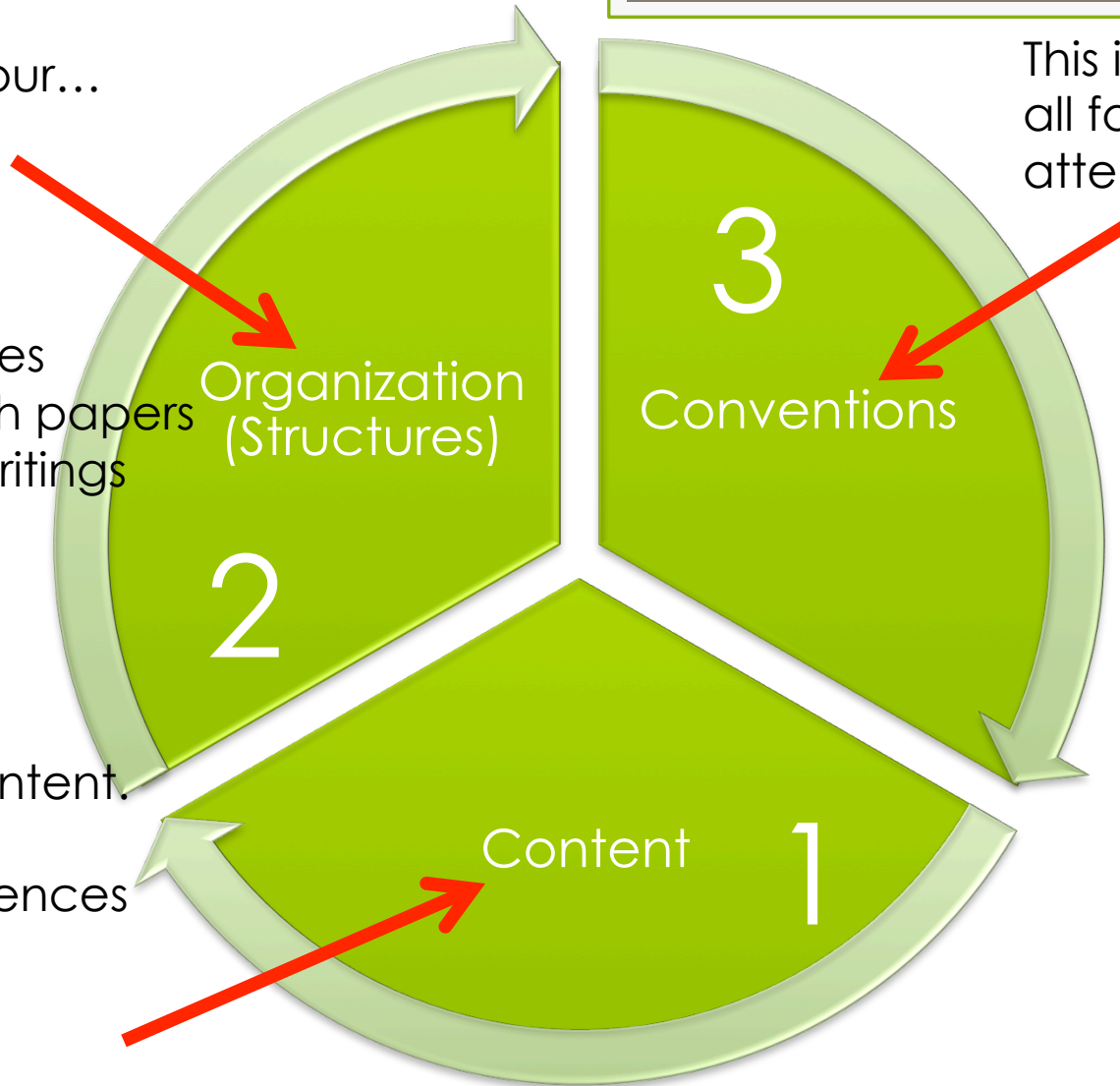
3

This is our content.

- Social Sciences
- Literature
- Biology
- Music
- Art
- Health

Content

1



# Let's Be Clear!

- We are talking about ACADEMIC WRITING.
- What most of us do as adults.
- The CCSS asks for 80% of writing, all day, be of this type.



Creative Writing –  
Stories, poems,  
novels

**Academic** Writing  
– Essays, research  
papers



# The Writing 5

- Maintaining level of formality
- Avoiding run-ons
- Comma usage (Turkey comma rules)
- Apostrophe usage
- Capitalization

# Writing Guide

- Updated version 2.0!
- This is on-line, too!



# Self Assessment on The Big Five

- Poll Everywhere



# The plan



And now...the plan...

# The Concrete Plan

## 1) Professional development time

- ...right now
- Start of second semester for **READING**

## 2) 1<sup>st</sup> ERD Wednesday

- Ensuring that WE know what these elements of writing are!

3) Stockpile of lesson ideas, presentation skeletons, writing resources

- The Writing Guide
- Legacy Teacher Wiki

4) On-going development with PLC teams.



# Word Crimes



# reading

exactness starts feedback comprehension goals reflecting word awareness ebooks talk guided scaffolding pace news pauses interrupt relationship miscues praise prediction miscue autonomy apps word-by-word monitoring wish routine bedtime Prefix root flash parent text ease prompt working radio message responsibility risk-taking vocabulary Pad fluency motivation achievement correcting digress Budgetpaid repeated within intonation listening timed confirming guide engagement competence discuss parents difficulty master flourish assistance new

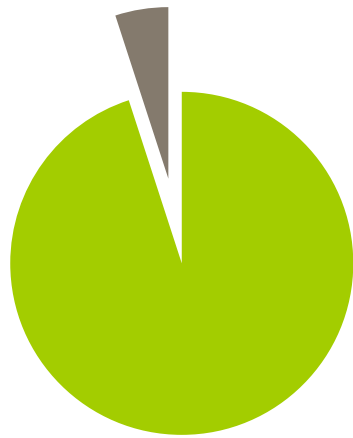


## • The Reading 3

- Activating background knowledge
- Annotating during reading
- SAGE vocabulary

# Ever wonder...

- Why students don't finish reading assignments?
- Why students don't finish text book assignments?
- Why class discussions are dominated by 1 or 2 students?
- Why your blood pressure rises when grading written responses?



■ Literacy Element  
■ Content



■ Literacy Element  
■ Content

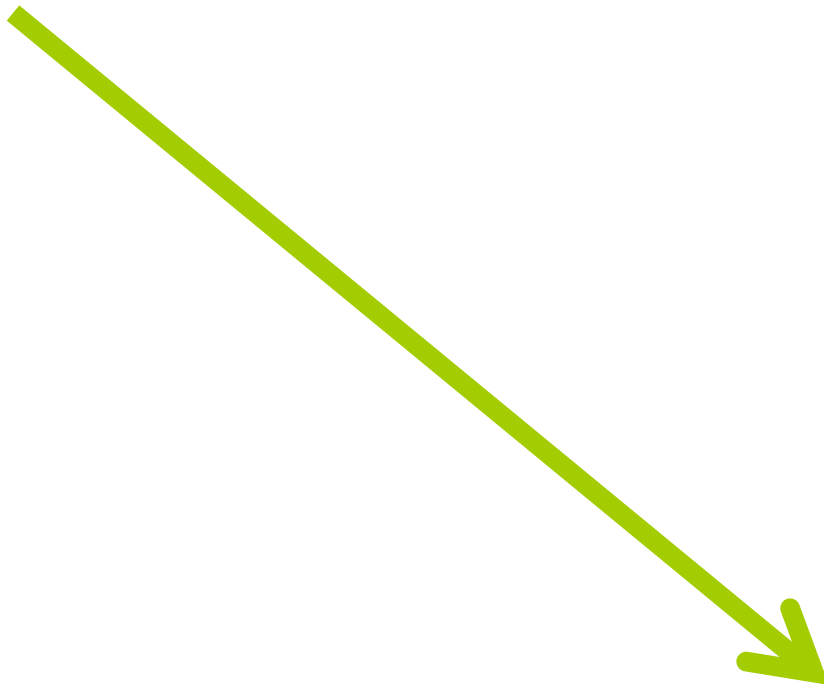


■ Literacy Element  
■ Content





■ Literacy Element  
■ Content



■ Literacy Element  
■ Content

# Let's Read!

- Please take a short reading based on your content area.
- Read that relatively quickly.
- Write down (annotate) what is going on in your head as you read (aside from how lame Chris Warner is right now...)
  - As the EXPERT reader, what are you THINKING while reading?

# Debrief

- What did you THINK while reading?
- HOW did you annotate your article?
- Please share with your group!
- Can some share with the BIG group?

# Reading at the High School Level

- Steep learning curve in text complexity at HS.
  - What we ask them to read.
  - What we ask them to DO with that reading.



# Skill Growth

- Learning to read vs reading to learn
- K-16 education
  - How much “reading to learn” is required of college kids in ANY major?

# Reading

- Getting students to do what expert readers do:
- Reading actively
- Discussion with the text
- Pre- and during reading activities

# Pre-Reading

- Activating background knowledge

# During Reading

- ◉ Monitoring for comprehension
  - ◉ Adjusting pace
  - ◉ Annotating
    - ◉ Making connections
    - ◉ Questioning the text

- Start of year
  - The HOW of reading and writing is as important as the WHAT of learning
- Later on
  - Spend less explicit time on these skills
- Still later
  - Might just be a mention / reminder
- End of year
  - Working independently on skills WHILE learning content

# What's in it for me?

- Making better readers and writers
- Able to

# Why is This Everyone's Business?

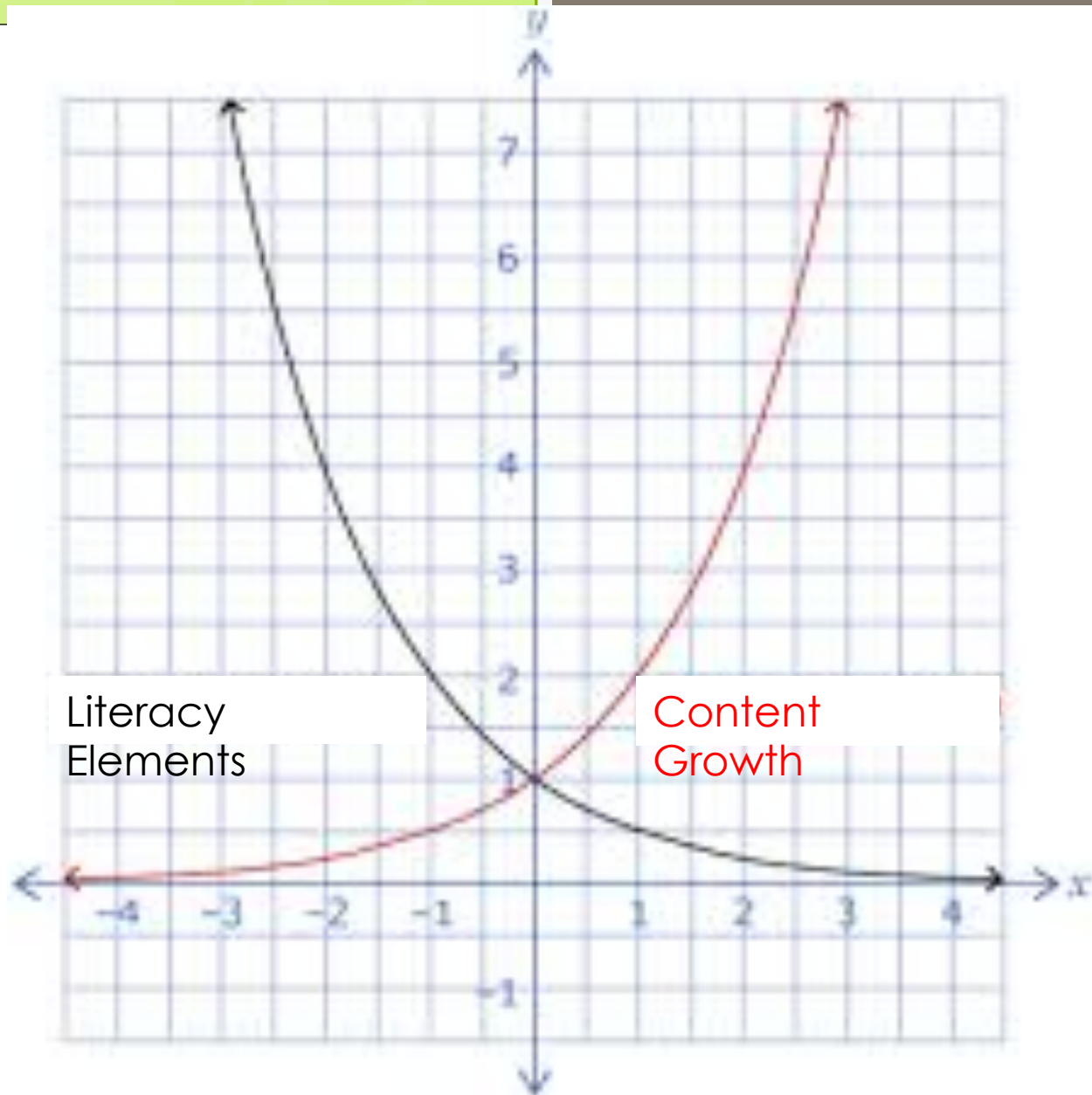
- We are modeling “life-long” learning
  - Most authentic reason we teach!
- Teaching this stuff WILL make your jobs easier!
  - Exponential decay in the amount of time you will have to spend on certain skills throughout the year.

- Work force requirements
  - Reading and writing and communicating
  - Good **writers** (not just good technicians) tend to get better jobs within **any** industry
- New standards in place.
  - Will be tested
  - Common Core, PARCC, Pearson, etc....
  - ACT already tests non-fiction reading and writing



# Behold

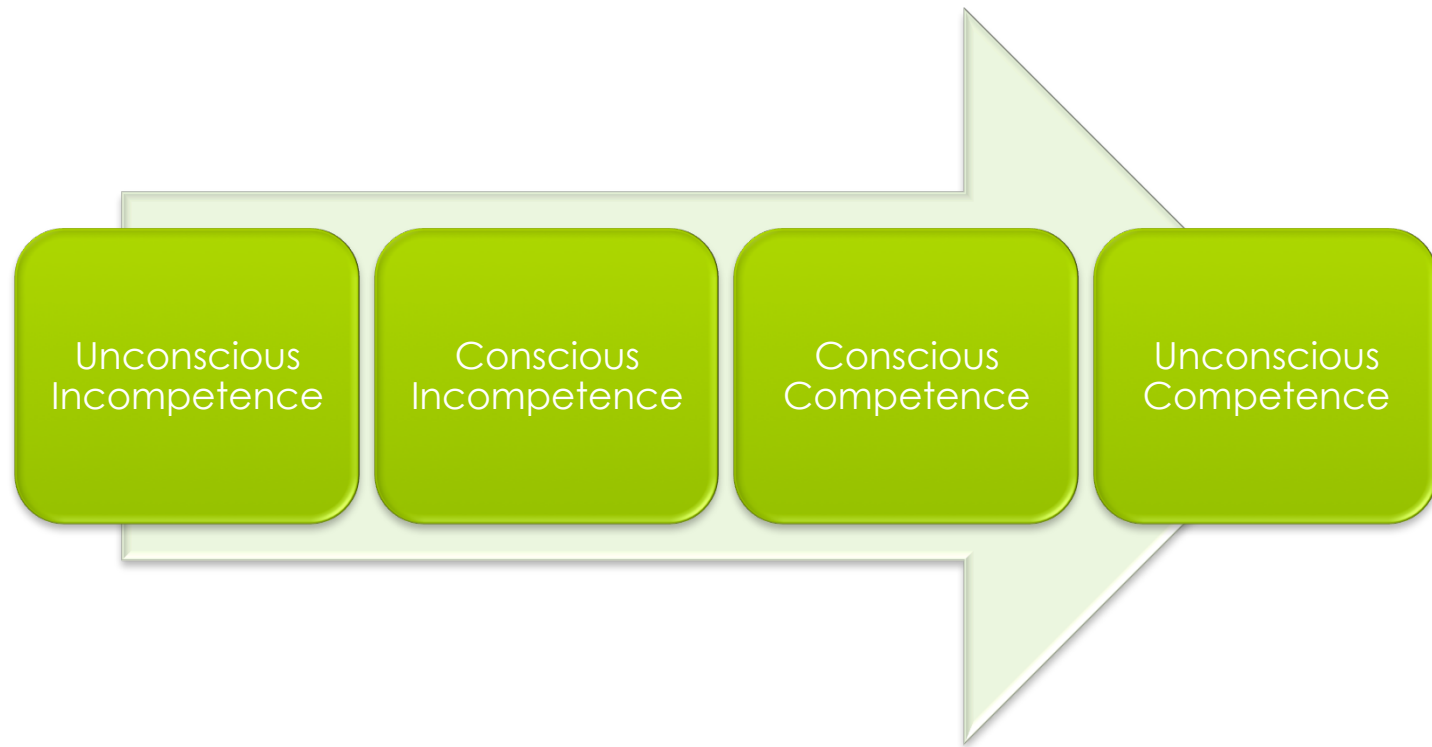
- Take a look at the Common Core State Standards!
- What seems **reasonable** to you and your content area? **Unreasonable**?
- What do you feel **confident** in teaching?
- What do you feel **less-than-confident** about?



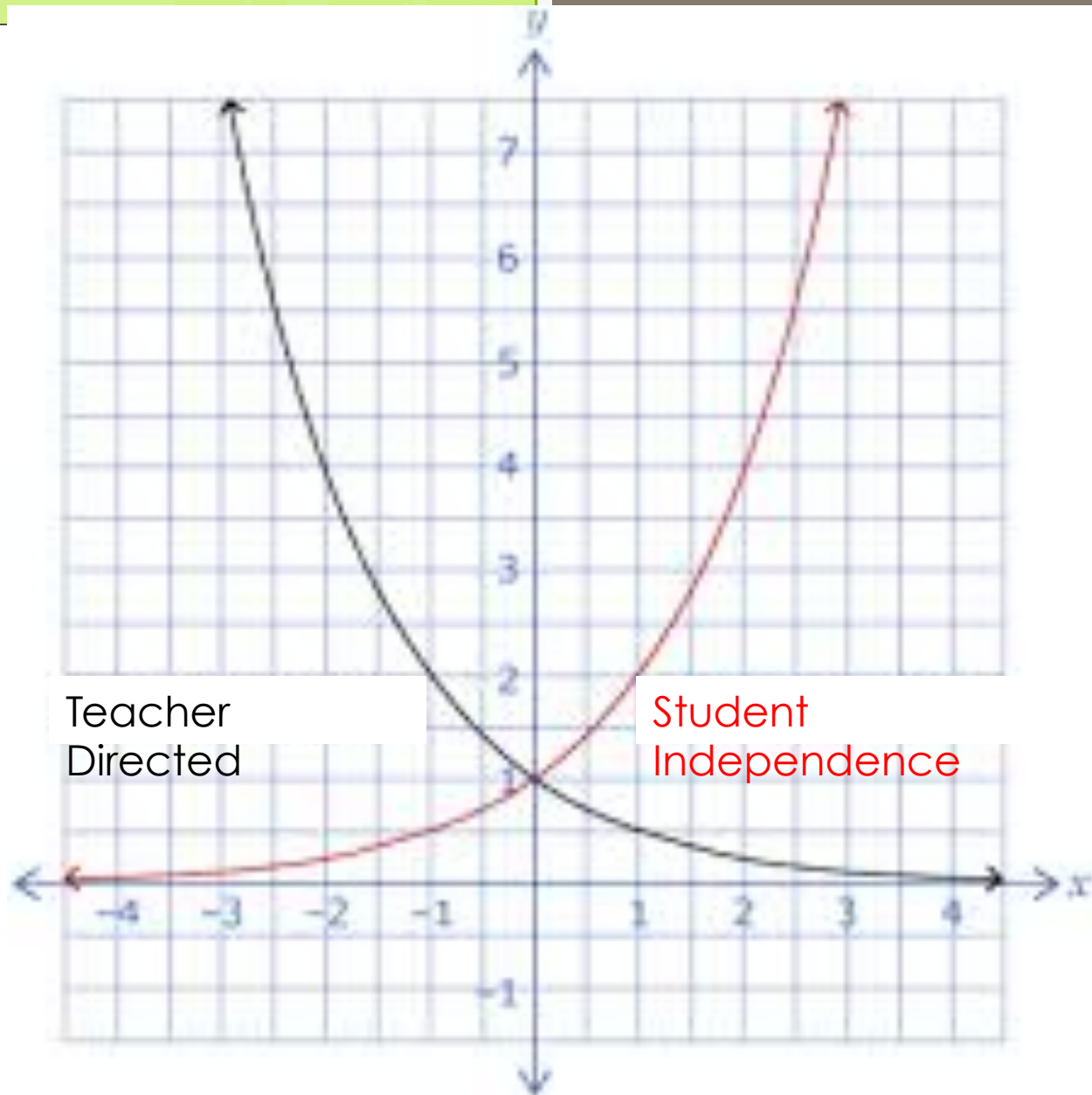
Literacy  
Elements

Content  
Growth

# Skill Development



(Burch and  
Cianfrance)



Teacher  
Directed

Student  
Independence

# Piece de Resistance

- Because

ct...says so.

